

School Strategic Plan for Carlisle River Primary School 3497 2014-2017

Endorsements	
Endorsement by School Principal	Signed..... Name: Jeff Douma Date.....
Endorsement by School Council	Signed..... Name: Owen Lucas Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	<p>To provide a learning environment that will enable every student the opportunity to reach their full potential in their education and life skills. To provide the necessary tools to students to become independent life-long learners</p>
Values	<p>Taking pride in ourselves, our school and our work Taking ever-increasing responsibility for our own learning Working Co-operatively Being considerate, adaptable and persistent Being considerate of the rights, belief and needs of others.</p> <p>These values are incorporated into the “You Can Do It” program used throughout the school.</p>
Environmental Context	<p>Social – community and demographics</p> <p>Located in a farming community with a fluctuating pupil enrolment due to mobile employment situations. In recent years farms have been expanding resulting in fewer families living in the area. Approximately 50% of students are from local farms with the remaining either travelling to access the school or utilizing the cheap housing available locally. Forward prediction indicate that student numbers should remain between 8-12.</p> <p>Has an extremely dedicated, talented and professional staff team, who have been at the school for a significant number of years</p> <p>Links with the whole community e.g. CFA, Land Care etc.</p> <p>The school has excellent facilities and is set in well maintained grounds</p> <p>The school’s student family occupation (SFO) is currently 0.8125. The recent trend has seen the SFO increase and indications are that this will continue.</p>
Service Standards	<ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs. This is documented in ILIPs which are reviewed on regular basis.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i> • <i>Specialist teaching is provided by science teacher , MACC & MARC and Indonesian using Polycom</i>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve the learning growth and achievement of every student	<p>All students achieve more than one year's growth in literacy and numeracy annually</p> <p>(Each student's benchmark data for Literacy and Numeracy to be recorded at the beginning of each year of this SP and an individual target set in each AIP. This will be done anonymously. This journey will be used after the four year period to track student growth)</p> <p>Tier 1 : 2 year growth targets – Naplan results</p> <p>Tier 2: 12 month growth targets – Pat R, Pat M, Numeracy on Line, Teacher Judgements using AusVels</p> <p>Tier 3: Ongoing growth targets – On demand (further methods to be investigated over the strategic period)</p> <p>Teacher judgments – each student not deemed capable to meet the goals of their ILP, which includes an estimated learning growth. ABLES will be used as appropriate.</p> <p>NAPLAN – each student deemed capable to show medium or high relative growth from years 3-5.</p>	<p>1. Embed a whole school approach to the use of data and evidence to track the progress of every student inform action and create individual learning plans for each student.</p> <p>2. Build the teacher capacity to improve student outcomes through structured professional learning.</p>

Engagement	To strengthen students' confidence in themselves as successful learners	<p>Benchmark in 2015 a school developed survey F-6 in student perception of their engagement in their learning. (POLT will be used as the basis)</p> <p>Improve over the period of the Strategic Plan. Each AIP to be benchmarked and recorded for each student</p> <p><i>(All students regularly set individual learning goals, monitor progress and can articulate the improvements. This is clearly documented)</i></p>	1. Build opportunities for increased student voice and ownership of their own learning.
Wellbeing	To develop the capacity of students to be resilient and responsible members of the school community who are fully prepared for their next stage of schooling	The survey for students and parents developed by the school and other small schools demonstrates improvement in each student's resilience and the students report confidence in the preparation for secondary school	<p>1. Refine and implement approaches to building resilience and social skills.</p> <p>2. Strengthen communication and partnerships with parents and the wider community</p>
Productivity	Maximise the use of current resources to enable sustained student improvement	<p>Polycom used for moderation meetings, professional development and a teaching tool. Documented calendar of events which include moderation and peer observation and professional development</p> <p>Resources support strategic plan priorities</p>	<p>1. Build links to other schools</p> <p>2. Ensure resources are available to build teacher capacity in the area of teaching and learning</p>

School Strategic Plan 2014- 2017: Planner

Key Improvement Strategies			Actions	Achievement Milestone
<p>Achievement</p> <p>1. Embed a whole school approach to the use of data and evidence to track the progress of every student inform action and create individual learning plans for each student.</p> <p>2. Build the teacher capacity to improve student outcomes through structured professional learning.</p>	Year 1	<p>Create viable documented curriculum with essential learnings from Aus Vels in consultation with other schools' models and approaches.</p> <p>Science to be included following guidance from the science specialist</p> <p>Use self assessment tool to develop plan</p>	<p>Documented plan to develop the four layers of Carlisle River curriculum that is mapped across the school year to ensure viability.</p> <p>Every student has an individual ILP. Meeting with parents for feedback twice a year. SSG's held for PSD students each term.</p>	
		<p>Develop an ILP for every student with clear learning goals. Investigate other schools templates and processes.</p>	<p>Three tiered approach developed. Clear timing of each level of assessment and its alignment with the ILPS documented.</p>	
		<p>Review whole-school assessment schedule and develop monitoring and tracking tools to assist the development of individual learning plans for each student– ie. Fountas and Pinnell, on demand, pat</p>	<p>Plan for use of On demand etc developed</p>	
		<p>Record all data on SPA and use to guide setting of individual targets</p>	<p>Data on Spa and it is used to set targets</p>	
		<p>Planned professional learning to target literacy and numeracy use of data to</p>	<p>Attendance at Bastow Literacy and/ or</p>	

		<p>differentiate the learning for students</p> <p>Hold timetabled regular planning meetings with a structured agenda and minutes. Use the Dufours' four questions for PLT meetings</p> <ul style="list-style-type: none"> • What do we want students to learn? • How will we know they have learned it? • What will we do if they haven't learned it? • What will we do if they already know it? 	<p>numeracy training.</p> <p>Meetings held each week. Each meeting has a focus on the individual students and the next stage in their learning.</p>
	Year 2	<p>Work on plan to document curriculum</p> <p>Use three tiered approach to assessment for each child</p> <p>Explore NAPLAN & On Demand skills/item analysis. Link to ILPS planning and instructional decisions to achieve student learning growth</p> <p>Develop and implement strategies from Bastow Literacy/numeracy course (Eg Build skills in assessment and data analysis. Include pre and post-testing,</p>	<p>First step of plan enacted</p> <p>ILPs reflect the 3 tiered approach. Data is used to plan. All data is on SPA.</p> <p>ILPs and curriculum have clear links to Naplan and on demand data analysis</p> <p>Strategies in place</p>

		<p>rich assessment tasks, assessment rubrics, student self-assessment & reflection)</p> <p>Ensure regular moderation of tasks with other schools</p>	<p>Moderation of similar tasks with local schools built into the schedule of moderation</p>
	Year 3	<p>Continue development of curriculum using backward planning method for units of work</p> <p>Monitor and evaluate the assessment schedule</p> <p>Investigation of the use of Guttman charts to discover the zone of proximal development for students by visiting other schools who use them and investigate the use of a coach in this area.</p> <p>Investigate the development of cross school PLTs and peer observation.PD for protocols and procedures held for all schools on the model</p>	<p>Units backward mapped and documented</p> <p>Further development of the assessment schedule. Cross checking with the curriculum</p> <p>Trialling the use of Guttman charts</p> <p>Plan for cross school PLTs and peer observation developed. Initial meetings and PD held</p>
	Year 4	<p>Monitor and evaluate curriculum</p> <p>Use Guttman charts in Literacy and numeracy to discover the zone of proximal development for students</p> <p>Support the cross school PLT and peer observation process</p>	<p>Curriculum evaluated and improved</p> <p>Guttman charts in use for every student to guide the next level of work for each child.</p> <p>Cross school PLTs and peer observation in action once a term</p>

<p>Engagement</p> <p>1. Build opportunities for increased student voice and ownership of their own learning.</p>	Year 1	<p>Using ILPs to engage students with their learning by developing their own smart goals</p> <p>Further develop opportunities for students to interact with students from other school through formal and informal networks</p>	<p>ILPs fully implemented School survey administered and benchmarked for each student</p> <p>Visits to CAR schools and this to be formally noted. Specific focus for each visit</p>
	Year 2	<p>Research methods and best practice whereby students are able to engage in negotiated self-paced learning. Begin implementation.</p> <p>Develop processes for students to 'own' and manage their own learning data. Assist students to actively reflect and continually set goals based on a range of success criteria.</p>	<p>Completed research and begin developing formal processes for student led learning.</p> <p>Completed processes and IT solution for students to manage their own data. This is built into their ILP</p>
	Year 3	<p>Continue to refine processes above</p>	<p>ILPs working effectively across the year for each student. Students can articulate their learning at Parent student teacher interviews</p>
	Year 4	<p>Evaluate ILP process</p>	<p>Evaluation of ILP process and plan for improvements developed</p>
<p>Wellbeing</p> <p>Refine and implement approaches to building resilience and social skills.</p> <p>Strengthen communication and partnerships with parents and the wider community.</p>	Year 1	<p>Develop surveys to better monitor student wellbeing (work with other small schools)</p>	<p>Surveys undertaken and any action necessary be implemented.</p>
		<p>Engage parents actively in their children's learning</p> <p>Plan parent forums, information dissemination and celebration of learning with the community</p>	<p>Formal meeting with parents held twice a year to review student progress and learning plans</p> <p>Regular celebration events held</p> <p>Parent forums on topical issues held (Developed from student surveys)</p>

		Develop and embed social and emotional learning. Reference to the Personal and Interpersonal domains	Curriculum developed for Personal and interpersonal domains for each year level
		Strengthen approaches to seeking student feedback (Circle time, forums, questionnaires)	Student feedback approached actively and regularly in practice
		Include in ILPs the needs of the whole child (social and emotional wellbeing)	ILPs include the 'whole child' for every student and incorporate feedback from student/parent surveys
		Investigate joint transition approach for Year 6 students with other small schools	Plan developed for schools to run a transition process to prepare year 6 students for a large secondary school environment
	Year 2	Survey administered twice a year and analysed. Timetable of key events developed for parents and on website Social and emotional curriculum embedded in the curriculum Joint Transition approach enacted with a pre and post survey	Survey results used to help set goals in ILPS Students successfully ready for secondary school-survey results Survey results demonstrate improvement Successful transition process-from post results
	Year 3	Monitor and evaluate surveys Monitor and evaluated the transition process	Adapt survey as needed Reviewed transition process
Productivity	Year 1	Explore opportunities for Polycom to be used as a teaching tool (e.g. LOTE with another school)	Polycom used a teaching tool – LOTE program fully implemented

<p>1. Build links to other schools</p> <p>2. Ensure resources are available to build teacher capacity in the area of teaching and learning</p>		<p>Explore opportunities for teachers to network through Polycom</p> <p>Develop professional learning relationships with other local school (Alvie Consolidated School) including regular meetings to moderate student work samples and peer observations</p>	<p>Polycom used for interschool teacher PDs and networking</p> <p>Formal moderation meeting schedule arranged for at least once a term. Use of polycom for some meetings Peer observation protocols developed and enacted</p>
		<p>Resources are allocated to ensure strategic plan priorities are implemented</p>	<p>Strategic plan and AIP priorities have sufficient resources.</p>
	<p>Year 2</p>	<p>Work closely with local school including regular meetings to moderate student work samples and peer observations Polycom used as part of the process</p>	<p>Timetabled moderation, peer observation in place with clear protocols enacted</p>
	<p>Year 3</p>	<p>Moderation and peer observation program continued with a focus on explicit teaching Polycom used as part of the process</p>	<p>Timetabled moderation, peer observation in place with clear protocols enacted</p>
	<p>Year 4</p>	<p>Review of moderation and peer observation program</p>	<p>Review undertaken and plan developed</p>